Boston University Service Paper
School of Education

Utilization of Local Materials as Aids in Teaching American History in the Schools of Chelsea.

Submitted by Maurice L. Herman

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UTILIZATION OF LOCAL MATERIALS AS AIDS IN TEACHING AMERICAN HISTORY IN THE SCHOOLS OF CHELSEA

Submitted by

Maurice Lewis Herman

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First Reader: William H. Cartwright, Assistant Professor of Education

Second Reader: Charles L. Peltier, Instructor in Education.

TABLE OF CONTENTS

CHAPTER I

PURPOSES OF TEACHING LOCAL HISTORY

The major purpose of this paper is to serve as a guide and aid to the history teachers of Chelsea in particular, and other communities in general, in making greater and more efficient use of local resources in their teaching. Gordon McCloskey[1] says this of social science teachers:

> They must be taught to direct "research" in local history on the part of their pupils, they must be taught how to use the guides and the reading materials and how to use state and local history for the purpose of effectively illustrating American or world history. Local and state history should only serve as a means to an end and not be an end in itself.[2]

In order that the Chelsea history teachers may use this paper as a manual, the author has included a map of the city with local historical locations plainly marked, a directory list of places of historic interest in Chelsea and Winnisimmet, a bibliography for use by teachers and students, an account of many of the local people who became nationally renowned, word sketches of what Chelsea was like and how its citizens lived before the Civil War, comparisons, and sundry,

[1]Gordon McCloskey, "The Use of Community Resources," in Edward Krug and G. Lester Anderson, eds., Adapting Instruction in the Social Studies to Individual Differences; Fifteenth Yearbook, Washington: National Council for the Social Studies, 1944, p. 112.

[2]Loc. cit.

pertinent observations and constructive comments on the utilization of community resources in the teaching of history.

One of the underlying themes of this paper will be to persuade the teacher to humanize his material in presentation. The criticism of materials and methods, as being above the heads of the children, is still common enough in Chelsea and on a national scale to warrant the issuing of warnings by educators that to be fully intelligible to the pupil instruction must be within the scope of his direct experience. "To visit in imagination the Forum . . . without ever seeing with his eyes the inside of his own city hall"[1] places the pupil in the position of having temporarily left the society of the living for the assemblies of the dead with direct responsibility for this being put in the lap of the teacher.

The writer has personally interviewed students and teachers in the local schools and finds that many are not acquainted with the community as well as they should be. Chelsea has an adequate number of memorials, parks, plaques, industries, federal properties, statues, public buildings, and houses of historical interest. From his investigations and observations the writer has concluded that the local

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[1]Henry Johnson, Teaching of History, New York, Macmillan, 1947, p. 40.

resources are not being utilized to full advantage for all concerned. The contents of this paper will suggest not only that fundamental facts be learned, but that stimulating activities and sources of further information be used to provoke thought and arouse interest in the minds of the school population of Chelsea.

The reader should bear in mind that this service paper is not a history of Chelsea. It is an attempt to codify and classify only as much of the historically rich, local material which the author believes will be useful in helping teachers and pupils gain deeper insight and appreciation of the overall historical scene as presented by the municipal course of study. Using local history "as a point of departure for the study of the various phases of . . . history"[1] and as an "excellent opportunity for humanizing and interpreting"[2] is advocated.

A clearer survey of history will be won by bringing in local items which have national or international significance. The fact that the program of studies in many communities does not allow for the study of local history in the secondary schools is no reason for not doing so. Secondary

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[1]William J. Petersen, "The Use of Local History as a Tool in Studying American History," in Ruth West, ed., Utilization of Community Resources in the Social Studies, Ninth Yearbook, Washington, National Council for the Social Studies, 1938, p. 101.

[2]Loc. cit.

school pupils with their greater understanding, as a result of the process of maturation, can appreciate the illustrative light that local events cast upon national history. In choosing certain local historical events as learning activities, the wise teacher has in mind the fact that such activities are better learning experiences and more suitable, because the scenes are laid in territory familiar to most of the students.

Some educators are worried, because they feel children do not get enough from the social studies program as it is set up today in a great many schools. Dr. John L. Childs asks:

> Dare the schools be adventurous enough to permit children to have meaningful intercourse with the wider community activities? Short of this some believe they cannot meet the fundamental conditions for educational growth.[1]

Though Chelsea school authorities are quite willing to have the children go out and experience meaningful situations outside of school through the media of field trips, movies, dramatic presentations and other means, Chelsea and other communities are not favored communities, because there is no systematic collection and preservation of material to represent past realities. Chelsea has no local historical society or similar comprehensive organization. Various

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[1]John L. Childs, Education and the Philosophy of Experimentalism, Chicago, Century, 1931, p. 164.

veterans' posts like the Disabled American Veterans, the American Legion, the Jewish War Veterans, and the Veterans of Foreign Wars do save and collect some historical souvenirs. However, in moving from one location to another articles are lost and damaged, for there is no one especially responsible for the historical mementos. The Cary House Association is a private organization, and there is no city museum. The fact that Chelsea does not have a central agency or bureau where Chelsea teachers could go for local historical information should not be discouraging or an excuse for neglecting local resources. "The need of building historical knowledge upon the direct personal experiences of the pupil is no greater"[1] in the case of a community favored with a good museum and an active historical society than in the case of an unfavored community. The author hopes this paper will serve teachers of history as a good secondary source in their work with local resources.

There are teachers who have too little appreciation of the use of local history as an excellent means of exploring the wider phases of American history. The 1948 Course of Study in Social Studies put out by the Chelsea Public Schools for use in the elementary grades has condensed the study of local history as compared with the 1932 course of study. The Commonwealth of Massachusetts

[1]Johnson, Teaching of History, p. 164.

in 1929 was one of nineteen states where the study of local history was neither generally taught nor required by law.[1] This means that under the law less opportunity is provided for active experience in the direct study of family, neighborhood and community life. Group projects and civic investigations conducted by the youngsters suffer. The Massachusetts Department of Education in answer to a written inquiry for literature on the subject of utilizing community materials wrote as follows: "there is nothing available in the Department of Education relative to the utilization of local community materials in the teaching of American History."[2]

Though there is little provision made in Massachusetts for the study of local history, there is a definite consensus among the specialists concerning the integration of local history with national history. Local history serves as a basis for the development of an intelligent and elevating local pride, as well as a means of putting the pupils in touch with local political, social, and industrial development. It gives the pupils background knowledge and furnishes them with illustrative material and aids necessary to the securing of an adequate understanding of national history.

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[1] R. M. Tryon, "The Teaching of Local and State History", in Elements of the Social Studies Program, Sixth Yearbook, Washington, National Council for the Social Studies, 1936, p. 134-135.

[2] Letter to Thelma A. Herman from A. Russell Mack, Supervisor of Secondary Education, November 22, 1948.

Local history also gives the students the opportunity to come in direct contact with historical material thus giving them a feeling of genuine historical reality. It also gives the teacher the opportunity to conform his teaching to the modern educational principles of proceeding from the concrete to the abstract and from the known to the unknown.[1]

> Everywhere materials are provided for making the local past real. The community may, it is true, be one in which nothing of importance to the world at large ever seems to have happened. The richer the associations, the better . . . But all ground associated with human life is in a true sense historic ground. All products of human art or industry are historic products. All human customs are historic customs. The radius of fame is not the only measure of the significance of a community in the teaching of even world history. Any local past properly realized not only contributes in a general way to a feeling of reality in dealing with the larger past, but supplies specific elements for reconstructing the larger past. This is not the only reason why teachers and pupils in any community, but it is a sufficient reason.[2] should know the past and present of the community

The reasons given by Tryon and Johnson, as well as other experts, are recognized as fundamentals in teaching any kind of history. They conform with the generally accepted ideas of standard operating procedure along educational lines. Only a "die-hard" would disagree that certain aspects of, let us say, colonial history could be used most effectively in teaching the economic, social, and political history of America.

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[1]Tryon, "The Teaching of Local and State History," p. 139.

[2]Johnson, Teaching of History, p. 163-164.

The following criteria will be helpful to teachers in selecting local materials which may be integrated with national history.

1. Individuals and places which played a part in local history.
2. Individuals who played a part in the nation's history and who may be claimed by the state or local community.
3. Individuals who played parts, though unequal ones, in state and national history.
4. Events which are a part of local history.
5. Events which are a part of both local and national history.
6. Comparison of points of similarity and points of difference between conditions in the local area and the rest of the nation.[1]

The above criteria may help the history teacher overcome, at least partially, the difficulties in passing from the words in the text to the realities which modern young people demand. The correct selection of local materials for presentation to the class is "important from the point of view of both educational aims and of the abilities of the children. But no facts that have their beginning or end in empty words . . . can be of much consequence."[2]

Chelsea lacks neither the local resources nor the modern school executives necessary to fully carry out a good integration of local and national history. The fact that the resources are scattered, incomplete at times, and not fully

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[1]Caroline E. Hartwig, "Use of Local, State, and Regional Resources," in Richard E. Thursfield, ed., The Study and Teaching of American History, Seventeenth Yearbook, Washington, National Council for the Social Studies, 1946, p. 346-347.

[2]Johnson, Teaching of History, p. 176.

catalogued and documented by the local course of study should not be disheartening to a good teacher. Some Chelseans long ago recognized the value of local history. Hermon W. Pratt, one-time mayor of Chelsea, made the following remarks in regard to local history at the dedication of the Pratteville School in 1897.

> At the time of the laying of the corner stone of this building I took occasion to mention that we stood on historic ground and that our scholars should be made familiar with these facts, for I am of the opinion that one of the principal duties of the teacher is to instill into the minds of the children love and veneration for our country, and an interest in our local history, thereby creating in the citizens of tomorrow a pride and respect for their home city that cannot fail to redound to the benefit of the community.[1]

If this paper is successful in serving the teacher who is interested in making greater use of local resources as they affect national history or in any other capacity, the author will feel well repaid for his efforts in preparing this aid. The writer sincerely believes that the study of local history gives teachers of the social studies a wonderful opportunity to become more effective and interesting instructors. "The value of becoming familiar with the local scene can scarcely be over-emphasized."[2]

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[1]W. M. Pratt, Seven Generations, [n.p.] Privately printed, 1930, p. 212-213.

[2]Petersen, "The Use of Local History as a Tool in Studying American History," p. 110.

CHAPTER II

THE IMPROVEMENT OF AUDIO-VISUAL AIDS IN TEACHING LOCAL HISTORY

This chapter is written with the principle in mind that all teaching, from the first grade through college, can be greatly improved by visual and auditory teaching materials. These teaching materials can make the learning experience more concrete and memorable. The writer does not maintain that audio-visual materials can solve all problems of teaching, nor that sensory materials must be introduced into every teaching situation. However, it is our belief that a great many teaching problems can be solved, wholly or in part, by the proper use of audio-visual aids. "Visual and auditory techniques offer great opportunities for improving learning; opportunities which we can scarcely envisage, since the subject itself is so new."[1] Utilization of local resources is one of these techniques.

Students like teachers who are sympathetic and who can explain things well. Thus good teaching involves the feeling, as well as the intellect, and the good teacher makes the most use of the most effective means of explaining. Teachers who understand their roles as guides and counselors will seldom misuse their positions, because sympathy and the desire to

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[1]Edgar Dale, Audio Visual Methods in Teaching, New York, Dryden Press, 1946, p. 6.

explain things well are high on their list of goals. Such teachers will easily see the value of, and be eager to make use of audio-visual aids.

Teaching often substitutes bookish, abstract, unreal material for real-life situations. This mechanical acquisition of knowledge is often forgotten, whereas new, rich, emotional, filling experiences are seldom forgotten. Teachers often come face to face with the problem of pupil forgetfulness. Learning can become an experience that will not be so easily forgotten, if only more teachers knew how to make learning experiences more usable. Information will be found herein that will help teachers find ways and means of making learning experiences do more via the use of local resources.

> Above all educators should know how to utilize the surroundings, physical and social, that exist so as to extract from them all they have to contribute to building up experiences that are worth while.
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> Traditional education did not have to face this problem; it could dodge this responsibility. The school environment of desks, blackboards, a small school yard, was supposed to suffice. There was no demand that the teacher should become intimately acquainted with the conditions of the local community, physical, historical, economic, occupational, etc., in order to utilize them as educational resources. A system of education based upon the necessary connection of education with experience must on the contrary, if faithful to its principle, take these things constantly into account.[1]

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[1]John Dewey, John Dewey's Philosophy, from Experience and Education, New York, Random House, 1938, p. 668.

The writer has personally interviewed students and teachers in the local secondary schools and found that many are not acquainted with the community as well as they should be. Audio-visual aids, especially films and slides, are shown less frequently in high school than in the junior high schools, and regularly organized field trips have almost disappeared from the agenda of many teachers. This is especially to be regretted, not only because Chelsea has within its city limits many places worth visiting, but also because it suggests neglect in comparison to what other cities are doing. This is especially true in view of a report of a committee of the American Council on Education, part of which follows.

> The development of "visual aids" to the teaching of science and the social studies has been a notable accomplishment of the past ten or fifteen years. The development of the school journey and of visits to all sorts of industries and places of interest within the community has been equally notable. Both furnish opportunities for rich experience which can be the basis for valid symbolization and should be encouraged greatly.[1]

To take greater advantage of Chelsea's variety of audio-visual aids to education is to make the education of the children more concrete. Education must be made more concrete in order to provide the necessary experiences out of which generalizations and concepts are developed. One of

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[1]Daniel A. Prescott, et al., Emotion and the Educative Process, Washington, American Council on Education, 1938, p. 219.

education's great weaknesses seems to be the practice of pupils' memorizing rules and concepts when they have never had the experience to understand them. This wrongs pupils and society. There is intellectual growth not only when acquiring more experience, but also in making better use of the experience we already have. Experiences become more usable when they are built into concepts, principles, generalizations, or rules. Thus the concrete becomes abstract in logical fashion. The use of a wide variety of teaching aids in the school enables education to become more concrete. This in turn builds better abstractions, since intelligent, well-based abstractions are not possible without meaningful experiences. In turn, these well-founded concepts and generalizations enable pupils to tackle new concrete experiences.

Experiences vary all the way from direct handling or seeing of solid objects to the manipulation of word symbols. They can be roughly graded according to their degree of abstractness. Professor Dale has devised the following scale in regard to classifying experiences.

(1) Direct experiences (2) Contrived experiences (3) Dramatic Participation	involve DOING in order of decreasing directness
(4) Demonstrations (5) Field Trips (6) Exhibits (7) Motion Pictures (8) Radio, Recordings Still Pictures	involve OBSERVING in order of decreasing directness
(9) Visual symbols	involve SYMBOLIZING

(10) Verbal symbols ∫ in order of increasing abstractness[1]

Pictured this way, it is easier to understand how audio-visual aids go from the concrete to the abstract. The scale is not perfect, but it offers in simplified form an explanation of the various types of audio-visual materials. The various divisions of the scale are not inflexible. They have inter-relationships and at times blend into one another. However, insofar as their use in the Chelsea schools is concerned, there should be no concern with either the rigidness or flexibility of the various divisions. Concern should only be given to the fact that any and all of the devices are not used enough!

Because of the many conveniently located historical sites in Chelsea, and in view of the fact that audio-visual aids are not fully utilized in a great many cities, the various uses of these aids will be taken up herewith. The field trip will be discussed first in greater detail than the other types of aids in order to give local teachers more to work with in respect to community resources.

A field trip or "school journey," as it is sometimes called, is a planned visit to a point outside the regular classroom. It may be to a place inside the school building like the school library at the high school with

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[1]Dale, Audio Visual Methods in Teaching, p. 52.

its pictures of early Chelsea leaders and schools, and its murals of the rise of civilization. It may be a visit to a place within walking distance of the school like Powderhorn Hill from which a good view of the city is to be obtained. The value of this hill as a signal station during the Revolutionary War will be easily seen by the students. The field trip thus connects classroom theory with actual life experience, and the learning process becomes rounded-out and full. The trip outside the classroom is also valuable, because it can influence attitudes as well as give information. A list of the historic places in Chelsea will be found in the appendix for the use and convenience of teachers and pupils.

In order to carry out a field trip certain things must be borne in mind. The trip must justify itself in terms of pupil gains. It may be made for a variety of teaching purposes, i.e. a preview of a forthcoming project, a review of a study just completed, as a means of instruction in the midst of a unit, and others. The field trip should be planned coöperatively by the administration, teacher, pupils, and even parents, well in advance. It is better to take a few, well-planned trips each year than to have a large number of ill-executed plans. To save time and expense investigate local possibilities and resources first. Teachers should make a careful study of the places

in the community which lend themselves to field trips. The erosion on the slopes of Powderhorn Hill and the study of the river beds of our local streams involve the same principles that are used in the study of erosion on an Ohio farm or the tracing and history of the Mississippi!

Other facts to be remembered are that not all the children will go on all the trips. All the trips will not be made during school hours or on school days. In some cases, committees of able students can make short field trips on their own and report back to the class. This method can be used for out-of-school-hours trips. No iron-bound rule can be made on how all field trips are to be taken. The above suggestions will form a rough guide.

> However history may be conceived, and whatever may be the aims set up for historical instruction, the fundamental condition of making history effective . . . is to invest the past with an air of reality. The condition is itself fairly obvious and has, since the eighteenth century, been almost continuously impressed upon teachers. It is today summed up in countless assertions to the effect that history should be made 'vivid' and 'alive.' The general process involved is clear. To make the past real is to image material conditions and events and to reproduce in ourselves some semblance of the mental states that determined these conditions or events or were determined by them.[1]

The carrying out of the above mentioned conditions can be facilitated by adding local color to the general study of history in the shape of historical exhibits, field

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[1]Johnson, Teaching of History, p. 163.

trips, dramatic presentations, wire recordings, home-made slides, and other devices, which have as their nucleus local events. To read about Washington's siege of Boston and yet leave out the fact that the left wing of the Continental army was stationed in Chelsea "is to fail signally in weaving local episodes into the national fabric."[1] Failure to go on a field trip to the Washington Park area of the city in connection with this historical event is unrealistic. First-hand experience in this instance involves not only history, but civics. This is all to the good, since it represents the increasingly favored and desired correlation of studies. Thus the class might turn to this park or to any local park or monument and investigate who first suggested the memorial. Why was it suggested? What did the undertaking mean to the people at the time the project was proposed? What does this site mean to the community today? Does it still play a part in the civic life of the city? The possibilities are endless.

In this way field trips provide the means to learn more about an important matter than the textbook provides for. They are extremely valuable in giving a study realistic elements. Rewarding trips can be made to relatively near places of historic interest where expense, time, and

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[1]Peterson, "The Use of Local History as a Tool in Studying American History," p. 109.

distance are not prohibitive factors. In addition to this pupils can, under the proper direction, build models for practically any history unit. Samuel Maverick's fortified house, the Pratt House, Independence Hall, after which Chelsea's city hall is modeled, or a clay and plaster of Paris layout of Powderhorn Hill and the Snake River area are a few examples of what can be used. Models can be used wherever they serve to make the subject clearer and more meaningful. They can be made to suit an endless variety of purposes and do not necessarily have to be the work of master craftsmen.

Dramatization can also be used with a little planning. These dramatizations do not have to be finished productions. Pageants and smaller productions have a universal appeal to young people. An early town meeting can be portrayed, as well as local election drives, party speech-making, and like activities. The value of the teaching effectiveness is great, since children generally remember the parts they played in front of an audience. History exhibits also do not have to be elaborate and expensive. Simple exhibits, using materials belonging to the school, the pupils, neighbors, and the teacher, can be used to great advantage. A spinning wheel, a political parody based on Grey's "Elegy," a Civil War letter, an old pistol, sword or musket, an engraving, a photograph, an old

newspaper clipping are but a few of the items that can be successfully used. To attract customer attention the writer, at no expense, once arranged in the show window of a greater Boston firm, an exhibition which contrasted old firearms with new. Facsimiles of the Constitution, the Emancipation Proclamation, and other available documents bring history into the classroom. Old costumes, flags, clocks, candlesticks, coins, and most any item representing a historical period can be effectively exhibited when properly labeled and displayed. Our country is still young, and it is often possible to discover objects of historic interest, gathering dust in the attics of the pupils' homes.

Motion pictures are so common a device to aid the teaching of history via the senses that too much space will not be given to this particular branch of audio-visual material. However, some words of advice concerning motion pictures will be taken up. The teacher should be on the alert for any films that carry propaganda of an unfavorable sort. However, to indoctrinate for democracy is not wrong.[1] One must also beware of entertainment films, since they are usually made with the entertainment purpose in mind, not the instructional plot. The producers of such

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[1]John J. Mahoney, For Us the Living, New York, Harper, 1945, p. 266.

films often revise history and distort historical reality, as well as change the historical characters to suit their needs. The teacher should carefully review and study all films before presenting them to the class. This applies to educational films as well as commercial entertainment films.

The radio, television, recordings, and still pictures also offer excellent assistance to the teaching of local and national history. Both commercial recordings and home-made records can be put to excellent use with great effect in dealing with local historical situations. Radio and television complement local history with broadcasts dealing with national situations. The class could even record a particularly good radio broadcast, and the teacher could use the records for years to come. Folk songs, historical speeches, dramatizations of key historical events, and the like are quite feasible. Pupil-produced slides are very valuable in teaching. Slides, for example, portraying the important routes to the West could be used, as well as a slide showing the layout of the first county road in the United States which had its terminus in Chelsea. Political cartoon slides drawn by the students can also be used. Many filmstrips are available at no cost. Kodachrome slides of local monuments and historical sites can be produced by the camera enthusiasts of the class. Projects

involving posters, graphs, and charts and dealing with local Red Cross drives, Community Fund campaigns, and United States Savings Bond advantages can be made by the artistically inclined. Collections of photographs can also be started, and added to by using commercial sources. The aid of the camera club of the school can be invoked in order to actually film local historical scenes. The school children can act out historical scenes like Washington's visit to Chelsea and his review of Colonel Gerrish's troops. The Battle of Chelsea Creek would make a stirring scene to be filmed and later shown to all the history classes or even the whole school. Lincoln's visit to Chelsea, his speech-making in Gerrish Hall, and the party given in his honor at the Cary House can also be dramatized and filmed. There is almost no limit to what can be done to make a historical period meaningful.

CHAPTER III

DISTINCTIVE HONORS AND NOTABLE PEOPLE OF CHELSEA

We are living in the best dressed country, the best dressed age in all history. Our clothes have verve, distinction and sparkle. Yet we fail to take advantage of this situation in education. We fail to dramatize our local historical heritage and integrate it with what we teach our pupils. We fail to find inspiration in fine paintings and old heirlooms. We fail to drink in the glorious world of local color around us. Inspiration is found in a rose garden, a stonewall, a tablet! Our teaching should mirror our inspirations accurately and honestly.

Chelsea, Massachusetts has its share of notable people and first honors. Mention of these in the right places by alert teachers helps to instil local and national pride in the hearts of our youth. This chapter will relate facts about notables and "firsts" of Chelsea that may aid the teacher in his work. Because there is no head of social studies in Chelsea, and because a course of study in history is not used in the high school, it is difficult to fit the items that follow under certain course headings to facilitate matters for the local history teachers. By interviewing many of the local secondary school teachers, the writer found that most of them teach history chronologically.

Therefore, though this chapter is not arranged in complete chronological order because of the nature of the contents, the next chapter's material is arranged in order of the occurring events.

Salient facts about land grants and early proprietors can be taught by using examples of local history.

> Among the earliest grants of the Great Council for New England was that to Robert Gorges, youngest son of Sir Ferdinando Gorges, December 30, 1622, and this grant included Chelsea under the name of Winnisimmet. A government was formed for this territory, and in 1623 Robert Gorges came over as lieutenant-general and governor, with a suite of officers, to set up his court.
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> The first white settler in the territory called by the Indians, Winnisimmet and in due time occupied by the City of Chelsea, appears to have been the Samuel Maverick who later became the proprietor of [what is] now known as East Boston. Maverick came to Winnisimmet in 1624 landing on the shore of what is at present the United States Naval Hospital grounds. He built a fortified house near where the pier now is on the grounds of the Naval Hospital. This was probably the first house in the Massachusetts Bay Colony.[1]

An appropriate tablet now marks the approximate spot where Maverick's house was. Further evidence of this is given by Pratt.

> The first permanent settlement in Boston harbor was made at Winnisimmet, now Chelsea, by Samuel Maverick in 1624, where he built a fortified house, the first permanent house in Massachusetts Bay Colony. Houses older than his, including those of the Pilgrims, were but log huts and soon disappeared.[2]

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[1] A. S. Rosen, "A Survey of the City of Chelsea," (unpublished Master's thesis, Tufts College, Medford, Mass., 1928), p. 1.

[2] Pratt, Seven Generations, p. 13.

In relation to a unit on transportation, the following facts may be useful and also aid in building local patriotism. "The first ferry in New England, probably in North America"[1] was built in Chelsea in 1631. "The first county highway"[2] in the colony was built here in Chelsea in 1641, and present day County Road takes its name from that first county road. Other facts in relation to a unit on transportation or a supplementary comment on Fulton's efforts with steam propelled water-craft and local history is the item that the first steamboats to run in Boston Harbor were the ones used as ferryboats between Chelsea and Boston in 1831.[3] In the field of aeronautical progress, Chelsea is honored by the fact that "the great Lauriat made his first balloon ascension" in 1832 from the former Watts-Williams homestead, which was also known at various times as the Chelsea Hotel, Taft's Hotel, and the Tavern.

One of the first laws, if not the first, passed in Massachusetts and possibly in North America, making towns liable for the condition and safety of highways within their limits, must have been felt locally as the county road, already mentioned, went through Chelsea. The General Court

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[1]Pratt, Seven Generations, p. 16.
[2]Rosen, A Survey of the City of Chelsea, p. 3.
[3]Pratt, op. cit., p. 19.

of 1647-48 passes the law as follows:

> This Corte considering the great pill [peril] wch men, horses, teames, and othr cattell are exposed to, by reason of defective bridges & high wayes between Boston & Salem [which meant going by way of what is now Chelsea,] . . . it is therefore ordred, that if any pson loose his life in pas(sing) any bridge or high way aforesaid, . . . the country or towne who ought to secure such wayes or bridges shall pay a fine . . . to the parents, wife, or children of the party so deceased.[1]

One of the oldest buildings in the city, the Pratt House, still stands today. It was in this building that "Increase Mather, President of Harvard College from 1684 to 1700 and Pastor of the North Church in Boston for sixty-two years, took refuge from the persecution of Governor Andros."[2] Still standing on Parker Street is the Cary House built originally by Governor Bellingham in 1659 as a country house. Abraham Lincoln was tendered a reception at the Cary House following a political address he gave in Chelsea in 1848. Today the Cary House is maintained by the Cary Association as a museum which is open to the public. In it are books, papers, furniture, and pictures, as well as other relics once belonging to the Pratt and Cary families and other early settlers. The Cary House "lines have refinement, dignity, beauty. In all modern Chelsea there is not a building that equals it for master architecture."[3] A visit

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[1] Mellen Chamberlain, A Documentary History of Chelsea, Cambridge, University Press, 1908, II, 138-139.
[2] Pratt, Seven Generations, p. 245.
[3] Ibid., p. 61.

to the Cary House may be of great value to teacher and class.

When studying either the growth of our navy or the American Revolution, the mention of the fact that "the first naval battle in the history of the United States occurred in Chelsea Creek May 27, 1775"[1] is certain to arouse class interest. A reporter for the Chelsea Record has this to say of the battle:

> [It was the] second engagement of the American Revolution and the first armed military offensive initiated by the Organized Provincial Forces in the American Revolution; first instance of armed colonial coöperation, first naval capture; first record in history of trench warfare, first use of cannon in the Revolutionary struggle."[2]

Possibly of more interest to teachers than to present day pupils is the fact that the first postmaster of Chelsea was Horatio Alger, father of the author. The first school in present Chelsea was near the corner of Chestnut Street and Washington Avenue, and the first number of the Winnisimet Chronicle, the first newspaper to be published in Chelsea, was issued on November 17, 1838.[3] Reverend Joseph Tuckerman, the Chelsea pastor from 1801 to 1826, was instrumental in 1812 "in organizing the first charitable society established in the United States for the religious and moral improvement

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[1]Rosen, A Survey of the City of Chelsea, p. 3.

[2]Robert D. McKay, Battle of Chelsea Creek, reprinted from "Chelsea [Massachusetts] Evening Record," May 24, 1928.

[3]Pratt, Seven Generations, p. 102.

of seamen."[1] The "first YMHA in New England was founded in Chelsea"[2] in 1903. These facts can be worked in easily when teaching a social history of America.

The study of the industries that grow up in and around certain areas and the reasons for their growth are always illuminating. The history of industrial growth might be presented in this way to attract pupil interest. Indoctrinate the students with civic pride. Chelsea industrial interests are many and varied. Thomas Pratt II "built the first tidewater mill in America"[3] where Slade's Mill on Revere Beach Parkway now stands. "Flexible tubing for electric wires was first made in Chelsea."[4] Chelsea brand marine clocks are the best known nautical clocks and are to be found on ships the world over, while the Everlastic plant is the largest webbing concern in the United States. The Forbes Lithograph plant is the city's largest and oldest plant. During the first World War a great many of the recruiting and Liberty Loan posters were produced by this company, and in the second World War much of the occupation money used by the armed forces was made here.[5] The Chelsea Chamber of Commerce can supply any interested teachers with good material about the city's plants and businesses that will greatly

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[1]Chamberlain, A Documentary History of Chelsea, II, 559.

[2]Chelsea [Massachusetts] Evening Record, October 21, 1940.

[3]Pratt, Seven Generations, p. 233-234.

[4]Ibid., p. 168.

[5]Chelsea Evening Record, October 21, 1940.

aid classes in pursuing work along the lines of a history of industry.

Chelsea has a long list of famous men and women, either born here or who at some time during their lives lived in the city. These people all had a special gift which they used for the uplifting and pleasure of mankind. Mention of their names and deeds at the opportune moment by an alert teacher will enrich the day's lesson. The names are arranged in alphabetical order. However, the author would like to point out that the information to follow might be more use to some teachers if arranged under captions like "War Heroes," "Authors," "Statesmen," "Reformers," and so forth. The individual teacher is free to make whatever use he will of this material, according to his judgement and the needs of the class.

Mildred Aldrich lived when a child in Chelsea. In 1914 she found herself directly on the edge of the war zone. Her own home was located on the crest of a hill commanding a view of the Battle of the Marne. Here, within sound of battle, she wrote A Hilltop on the Marne, On the Edge of the War Zone, and Told in a French Garden.[1]

Horatio Alger, Jr., the author of so many famous "rags to riches" stories grew up in Chelsea. His father was a Unitarian minister here as well as the first postmaster. Horatio's first story was printed in the "Chelsea Gazette"

[1]Pratt, Seven Generations, p. 140.

when he was thirteen years old. Millions have read Alger's stories of humble boys who rose to eminence, but few knew who he was, where he lived, and what were his aspirations. On his sick bed he wrote his epitaph: "Beneath this stone lies the body of Horatio Alger, Jr. Well, what of it?"[1]

Mary Antin, born in Polotzk, Russia in 1881, came to this city in 1894 and went to the local schools. She gained fame as a lecturer and authoress. Among her writings are From Polotzk to Boston, The Promised Land, and They Who Knock at Our Gates. The best known of all her books is The Promised Land. This book also would be the one most interesting to the pupils, because it tells of her early life in Chelsea and mentions places well known to every resident of Chelsea. Her writings can be used advantageously by teachers when dealing with immigration and the advantages of immigration to America, since the theme of all her writings is that the people who came over as steerage were not the dregs of Europe, but the bone and sinew of America.[2]

John L. Bates was a graduate of the old Williams School. He was granted A.B. and Ll.B. degrees from Boston University, and an Ll.D. from Wesleyan. He served as Speaker of the House of Representatives, Lieutenant Governor, and Governor of Massachusetts.[3]

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[1]Pratt, Seven Generations, p. 140-141.

[2]S. J. Kunitz and Howard Haycraft, eds., Twentieth Century Authors, New York, H. W. Wilson, 1942, p. 33-34.

[3]Pratt, op. cit., p. 141.

Mrs. H. H. A. Beach was one of the greatest woman composers in this country. She composed a symphony and much classical music dear to the hearts of music lovers all over the world.[1] She lived in Chelsea for some years.

Governor Richard Bellingham of the Massachusetts Bay Colony maintained what is now called the Cary House as a summer home for many years. The Bellingham estate covered a good part of Chelsea and Bellingham Square and Bellingham Street are named in commemoration of him.[2]

Captain J. B. Briggs, a local man, was a graduate of the naval school at Annapolis. He was executive officer of the battleship "Baltimore" at the Battle of Manila Bay under the intrepid Admiral Dewey. Colonel William Bryden, a West Point graduate, reached the rank of Brigadier General in the Field Artillery during the first World War.[3]

Judge Mellen Chamberlain of Chelsea was a statesman and a historian, as well as a jurist. He was also one of the best known local authorities on literature and was librarian of the Boston Public Library.[4]

Patrick A. Collins, a former citizen of Chelsea, was mayor of the city of Boston for several terms. Mr. Collins was a member of the Massachusetts House of Representatives 1868-1869, Massachusetts Senate 1870-1877, Judge Advocate

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[1] J. A. F. Maitland, ed., Grove's Dictionary of Music and Musicians, Philadelphia, Theodore Presser, 1916, I, 210.

[2] Chelsea Evening Record, October 21, 1940.

[3] Pratt, Seven Generations, p. 142.

[4] Chelsea Evening Record, op. cit.

General of Massachusetts 1875, and Consul General at London under President Cleveland.[1]

Mrs. Pearl Richards Cragie (John Oliver Hobbs) was born in Chelsea in 1867. Later she went to live in England and became interested in politics. She was a social reformer and a religious thinker as well as the author of twenty books.[2]

Lieutenant William B. Cushing of Chelsea and the United States Navy won fame by his heroic work in blowing up the Confederate ship "Albermarle" during the Civil War.[3]

Frank B. Fay, an ex-mayor of Chelsea, was Chief of the United States Sanitary Commission during the Civil War with the rank of colonel. He was also an executive of the newly-founded Society for the Prevention of Cruelty to Children.[4]

Beulah Dix Flebbe received her education in the Chelsea schools and Radcliffe College. While in her senior year, she became the first woman to capture the Sohier prize. At the beginning of the first World War she presented two plays dealing with war. The plays were entitled "Moloch" and "Across the Border." "Hidden Pearls" is also one of her productions.[5]

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[1]Chelsea Evening Record, October 21, 1940.
[2]Pratt, Seven Generations, p. 143.
[3]Chelsea Evening Record, op. cit.
[4]Ibid.
[5]Ibid.

Joseph Crosby Lincoln, the author of so many famous Cape Cod stories, was educated in Chelsea and married Florence E. Sargent of Chelsea on May 12, 1897. Among his many writings are Cape Cod Ballads, 1902, Captain Eri, 1904, Partners of the Tide, 1905, Cap'n Warren's Wards, 1911, Extricating Obadiah, 1918, Shavings, 1918, and The Portygee, 1919.[1]

Hermon Atkins MacNeil, the prolific and well-known sculptor, was born in Chelsea in 1866. He was awarded a designer's medal at the Chicago Exposition in 1893, a silver medal at the Paris Exposition of 1900, a gold medal at the Buffalo Exposition in 1901, and many other honors in 1902, 1904, 1915, 1917, and subsequent years. He did important decorative work in Chicago, Paris, Buffalo, St. Louis, and elsewhere. He executed the "Coming of the White Man" for the Portland, Oregon city park, the McKinley Memorial in Columbus, Ohio, the Soldiers' and Sailors' Memorial in Whitinsville, Massachusetts, the "General Washington" for the Washington Arch in New York, "The Pilgrim Fathers" in Waterbury, Connecticut, and many other groups, friezes, busts, and statues.[2]

Samuel Orcutt of Chelsea was the inventor of the first rapid printing press ever patented in the United States. Rear Admiral John E. Pillsbury, also of Chelsea, commanded the "dynamite" cruiser "Vesuvius" during the Spanish-

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[1]Kunitz and Haycraft, Twentieth Century Authors, p. 828-829.

[2]Chelsea Evening Record, October 21, 1940.

American War. He was for several years engaged in the investigation of the flow of the Gulf Stream.[1]

Benjamin P. Shillaber was a celebrated period poet and humorist. He was born in Portsmouth, New Hampshire but spent much of his time in and around Chelsea and died here on November 25, 1890. For years he was connected with the Boston Post and wrote under the nom de plume of Mrs. Partington.[2]

Many former Chelsea residents have gained fame in the motion picture business. Perhaps the best known name is Louis B. Mayer, who owned a junk business in Chelsea for a number of years. Barbara Stanwyck was known as Ruby Stevens when she resided here. Hamilton McFadden, one of Hollywood's outstanding directors was born here, and Benny Rubin, the comedian, and Jacques Renard, the orchestra leader, were former Chelsea residents. Louis de Rochemont, producer of the popular series "March of Time" and other educational films, was also a Chelsea resident.[3]

Present day famous Chelseans are Dr. Vannevar Bush, the well known scientist, and his sister Miss Edith Bush, Jackson College educator. The war heroes are many. It will be sufficient to mention only Lt. Com. Joseph A. Gainard,

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[1]Pratt, Seven Generations, p. 149-150.
[2]The Encyclopedia Americana, New York, Americana, 1941, XXIV, 710.
[3]Chelsea Evening Record, October 21, 1940.

noted navy officer and skipper of the "City of Flint." The controversy between the Germans and the English over this ship and Commander Gainard's adept handling of the affair were highly praised by United States officials.[1]

Senator Joseph C. O'Mahoney of Wyoming is a former Chelsea boy, and the well-known Judge Frankland Miles of Roxbury Court graduated from Chelsea High School. Frank Sibley, war correspondent and reporter with the Boston Globe, was a Chelsea High graduate. He served overseas for his paper in the first World War with the 26th Division. A. Gifford Alley, '97, was important in the activities of the United States State Department, with particular reference to the post World War I peace conferences. Charles E. Mitchell, president of the National City Bank of New York, was a graduate of the high school, too, and former state senator Sybil Holmes, the first woman senator in Massachusetts history, is an alumna of the Chelsea High School.[2] These facts tactfully inserted by the teacher at the right time help to maintain local pride and perhaps will inspire certain members of the class to strive to attain greater heights.

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[1]Chelsea Evening Record, October 21, 1940.
[2]Boston Sunday Post, June 15, 1941.

CHAPTER IV

ILLUSTRATIVE SAMPLES OF LOCAL HISTORY FOR USE IN CONJUNCTION WITH THE STUDY OF HISTORY

Having dealt with Chelsea's distinctive honors and her notable citizens in the previous chapter, this paper will now deal with illustrative samples from local history. These may be used by the teacher as examples when dealing with national history to insure greater understanding on the part of the pupils. Today's pupil is too far removed from the time of the early settlements to fully understand the way of life of the early settler. Many of the earliest settlers were men of education, and some were just ordinary folk. A good many of them were reformers of the English Church and of the English law. All were destined for affairs of great magnitude. When they came to the wilderness, their time and thoughts naturally turned to matters of food, shelter, the making of roads, the yoking of swine, the erection of fences, the regulation of cow pastures, defense against the natives, and other similar matters necessary to the establishment of a settlement. How the country developed and grew from an inauspicious start and other concepts of American history can be made clearer by using illustrative examples from local history. It is hoped that the pages to follow will help teachers and pupils capture a little more

of the flavor and romance of the American pageant. The arrangement is chronological.

A bronze tablet on the outer wall of the Prattville School in Chelsea bears an inscription which if only read would add to the students' knowledge of the way local events were part of the whole pattern of building up this great country. If teachers in other schools of the city knew the tablet existed, they could call it to their pupils' attention. The inscription is reproduced below for the benefit of all.

> This site is a part of the allotment by the town of Boston to Sir Henry Vane in 1638, Governor of Massachusetts in 1636. This building faces the First County Road in the Massachusetts Bay Colony. Opposite here stood the Pratt Homestead in which General Washington was entertained in 1775. This locality was an outpost of the left wing of the American Army during the seige of Boston 1775-6. Extensive barracks occupied by Provincials being near here.[1]

Teachers may use items from the above quotation in conjunction with early colonial history to the class' advantage. Pratt lists what he calls important events in Chelsea history which may also be used as incidental additions to studies of Plymouth, transportation, freedom of religion, the American Revolution, Lincoln, etc.

1621	Visited by Myles Standish and Plymouth men.
1641	First County Road in Colony (laid out to Salem)
1709	First Free School. Thomas Cheever, teacher.
1710	First Church built.
1775	May 27, Battle of Chelsea Creek
1775-6	General Washington visited Chelsea on several occasions.

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[1]Pratt, Seven Generations, p. 187.

1848 September, Abraham Lincoln visited Chelsea.
1888 First electric trolly railway in Massachusetts at Revere Beach.[1]

As already mentioned, the first allotment of land in Winnisimmet under Boston was given to Harry Vane and included land in the present day Prattville section.

> On May 14, 1925 Governor Fuller received for the Commonwealth a portrait of Sir Henry Vane, Governor of Massachusetts in 1636. The painting, by an unknown artist, but agreed by art critics to be a masterpiece, hangs in the executive apartment just outside the Governor's private office.
>
> Former Speaker, Benjamin Loring Young, who was instrumental in obtaining the masterpiece for the Commonwealth, was the speaker for the occasion. William Rotch, governor of the Society of Colonial Wars, made the presentation: the gift coming jointly from that society and Lord Barnard of England, a direct descendant of the young Sir Harry.[2]

A field trip to the State House would not only give the students a chance to see this portrait, but also to make use of the historical features that are incorporated in the famous Hall of Flags. A school journey of this kind is necessary. The teacher must make use of the past in order for the pupils to have a sense of reality in regards to the past and present. The illustrations given here are some of the local resources which may act as starting points from which the students may begin journeys to the past.

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[1]Pratt, Seven Generations, p. 6-7.

[2]"The Boston Globe," May 14, 1925, as cited in the 1932 [old] Course of Study in Social Studies, Grade Four, used in the Chelsea Public Schools, p. 40.

The question of boundaries and land claims comes up in American history innumerable times. Using the following material the teacher can show that the problem of disputed boundary lines was no stranger locally and comparisons with the problem being studied can be made. On September 3, 1634, the General Court of Massachusetts ordered that Winnisimmet [Chelsea] should belong to Boston. The impossibility of following today the lines which composed Winnisimmet then is easily illustrated, as those lines ran from "One marked tree" to another; from, "The creek in the creak upward," to "A little neck of land;" from "A tall pine upon a point of rock," to "The other side of Rumney Marsh;" and "From out side to outside by a straight line."[1]

The story of the receding red man generally is one of abuse by the white man. However, there is ample evidence that the colonist in this area, as a whole, treated the Indians fairly well. They purchased their lands at prices deemed equitable to both parties, and the Indians were given equal protection with the whites before the law. An honest endeavor was made to bring the Indians under the influence of civilization and Christianity.[2] During a smallpox epidemic in 1633, the sickness

> wrought much with them (the Indians) that when their own people forsook them yet the English came daily and

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[1]Pratt, Seven Generations, p. 4.
[2]Ibid., p. 12.

> ministered to them . . . Among others, Mr. Maverick of Winesemett, (Chelsea) is worthy of a perpetual remembrance. Himself, his wife and servants, went daily to them, ministered to their necessities, and buried their dead, and took home many of their children.[1]

By the time of King Philip's War the frontier was away from this area, but there were still Indians in the vicinity. However, they were friendly as the previous paragraph shows they had good reason to be. In the expedition to Mt. Hope on June 24, 1675, during King Philip's War,

> Captain Prentice took with him as guides three Chelsea Indians . . . Among the dangerously wounded in this war was the daughter of that friend of the English, "Sagamore John," who died in Winnisimmet [Chelsea].[2]

Pupils may be interested in learning about the household effects of the early settlers. The following short list was made up by the author from the inventory of the estate of Captain Robert Keayne, taken on April 23, 1656, after his death. Chamberlain[3] gives the complete inventory. Captain Keane owned property in Boston and a farm in that part of Chelsea once known as Rumney Marsh and at present the city of Revere.

> 2½ barrells of beef
> A keeler, some planks and lumber

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[1]Article from the "Bunker Hill Aurora," 1838, in Pratt, Seven Generations, p. 10.

[2]Chamberlain, A Documentary History of Chelsea, II, 352.

[3]Ibid., p. 53.

1 pr. of brass andirons
1 pr. of small andirons
1 Cubbard, basin and ewer.
1 old chest
1 chimney of iron
1 fire shovel
1 pr. of tongs
1 gridiron
2 pothangers
3 brass pots
2 pr. of pothooks
1 iron pot
1 iron kettle
1 frying pan
1 copper kettle
3 brass skillets
1 old pestle and mortar

From the same inventory one may get an idea of the weapons of the period.

1 pr. Bandoliers
1 sword
1 cutlass
1 musket
1 pike
1 corselet
2 head pieces
1 pr. of pistols & holsters
a small pistol
a staff

In thus giving history a social turn, teachers often leave a more lasting impression of an event and give students deeper insight and understanding of concepts than mere rote learning. The concept of willing service to the government and country, above and beyond the call of duty, is not unknown to the youngsters of today. In contrast to the above, there is the early attitude of rugged individualism which often led people to place themselves first and their country last. There is on record the petition of John Campbell,

May 26, 1703, postmaster of Boston, who complained to the General Court that "The ferrymen [of Winnisimmet] are very backward in carrying those employed in the Post office, and do require money sometimes."[1] There are other instances where troops, militia, and magistrates were delayed in carrying out their official duties because of the ferrymen's . . . refusing to carry Passengers over said Ferry contrary to his duty and ye Law."[2]

Chelsea also played a part in the mid-eighteenth century troubles between England and France which in American history books are known as the French and Indian Wars. Some of the Acadians who were removed from Grande Pré in 1755 and banished from Nova Scotia wintered in Boston and surrounding towns. Chelsea had her quota. Food bills submitted by the local authorities to the government for the care of the "frensh" people are to be found in the state archives.[3] In 1757 the Chelsea quota of men for the expeditions against Louisburg and the French forts in New York was six men.

Chelsea men also took part in the pre-Revolutionary War actions against the Stamp Act and other English discriminatory practices. It is traditionally believed that Robert Lash, father of the Robert Lash for whom the Chelsea Lodge of

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[1]Chamberlain, A Documentary History of Chelsea, II, 102.

[2]Ibid., 103.

[3]Pratt, Seven Generations, p. 186.

Masons is named, was a member of the band of patriots who disguised as Mohawk Indians conducted the Boston Tea Party. The late Isaac Pratt of Chelsea told Judge Mellen Chamberlain the following information in direct reference to the Boston Tea Party. "Robert Lash, father of old Mr. Lash of Chelsea and DeCartwright, were of the Tea Party, and their descendents lived in Chelsea."[1]

The Town Records of Chelsea showed that on November 21, 1774, it was voted that Samuel Sprague, Samuel Sargeant, and Samuel Watts be a committee to see that the resolves of both the Continental and Provincial Congresses be strictly observed. They were also to act as the Committee of Correspondence for Chelsea. On July 10, 1775, Deacon John Sale was chosen as delegate to the Provincial Congress.[2]

When war finally came, Chelseans acquitted themselves well in the Battle of Chelsea Creek, and though Chelsea was remote from the scene of the Concord battle, Chelsea patriots did well in helping to intercept British troops going to the relief of their comrades retreating from Concord. The famous parson of Pearl Harbor fame about whom the song "Praise the Lord and Pass the Ammunition" was written must have been a spiritual descendent of the Rev. Mr. Payson of Chelsea who leading

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[1]Conversation between Isaac Pratt and Judge Chamberlain, 1885, in Chamberlain, A Documentary History of Chelsea, II, 441.

[2]Town records, i, 179, in ibid., 423-424.

> a few Americans . . . attacked a party of twelve soldiers, carrying stores to the retreating troops, killed one, wounded several, made the whole prisoners and gained possession of their arms and stores, without any loss whatever to themselves.[1]

When history classes are discussing the siege of Boston, the British General Burgoyne, Isreal Putnam, Colonel Stark, the shift of the war to the southern states, and other such incidents, local history can supply interesting items that will keep class attention at a high level. All these facts and more can be obtained from original and secondary sources at the Chelsea Public Library, which for its size and class is very good. The illustrative examples to follow are concerned with the Revolutionary War years.

In the early part of the war a signal station was maintained locally on Powderhorn Hill, and the movements of the British fleet and army, as well as of the boats which crossed to this city, were signaled to Winter Hill, Somerville and soon made known to Washington at Cambridge. During the siege of Boston the left wing of Washington's army was located in Chelsea. General Washington dined at the Thomas Pratt House, the doorstep of which is incorporated in the wall of Washington Park with this inscription on it:

> The stone once the doorstep of the Old Pratt Mansion visited by Washington during the siege of Boston, stands opposite the barrack grounds of Colonel Gerrish's regiment 1775-76.[2]

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[1]Chamberlain, A Documentary History of Chelsea, II, 425.

[2]Pratt, Seven Generations, p. 187.

Chelsea men were drafted for duty in the expedition against Burgoyne in 1777. Though no full company was enlisted from Chelsea, several of her citizens were in Captain Moses Greenleaf's company of Colonel Ebenezer Francis' regiment at Bennington.[1] On October 12, 1781, it was voted by the local townspeople to raise money to be paid to those persons out of the Chelsea company who were "to go as soldiers to Providence or Rhoade Island."[2] Chelsea men also agreed to serve "at Clavarack upon Hudson River"[3] and at Springfield and West Point.

On the passage of the Boston Port Bill, contributions were received here from the southern colonies. This fact seems to have been remembered seven years later when South Carolina and Georgia were suffering from the war as the following receipt, dated December 14, 1781, shows.

> Receiv'd from the congregation of Chelsea nine pounds, fourteen shillings & 4d, for the distressed inhabitants of South Carilino & Georga who are driven from their habitation by the British Troop.[4]

On July 4, 1782, the General Court of Massachusetts informed the towns (including Chelsea) that the notes of the newly created national bank, as well as those of Robert Morris, Superintendent of Finance, would be received in

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[1]Chamberlain, A Documentary History of Chelsea, II, 482.

[2]Ibid., 487.

[3]Ibid., 497.

[4]Ibid., 514.

payment of taxes.[1] When Farmer Shays caused what the historians refer to as Shays' Rebellion, Chelsea voted on January 15, 1787, to raise eleven men "for going after Shays."[2]

The colored people who lived in this vicinity also helped free the colonies from British rule. Of particular distinction locally was Job Worrow.

> A free negro, perhaps part Indian, farmhand, unlettered and uncouth, but nevertheless patriot and a minute man . . . responded to the call of duty with his more favored associates and his name will always be found on the roll of the Pullen Poynte [Winthrop, once part of Chelsea] Guard.[3]

The fair treatment of Negroes is attested by the fact that they were, when free, allowed to become landowners.

> The Copeland farm, between the Country road (now Washington Avenue) and the farm of John Grover in Malden was sold by William Oliver in 1772 to Tower Hill, a free negro of Malden. When the direct tax of 1798 was assessed, this land was owned by Simon Knights and Sampson Bassett, both free negroes.[4]

The minister of the church to which Bassett belonged upon his death praised him thus: "Sampson Bassett, a Black man, late one of the worthiest members of the chh of Xt [Christ] here, and now a glorified member of his chh in heaven."[5]

Illustrative of some of the books in circulation in the early 1800's are these titles taken from a list compiled

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[1]Chamberlain, A. Documentary History of Chelsea, II, 515.
[2]Ibid., 503.
[3]Pratt, Seven Generations, p. 54.
[4]Chamberlain, op. cit., 81.
[5]Church records kept by Rev. Joseph Tuckerman, April 20/ 21, 1826, in ibid., 81.

by Pratt as from the library of his ancestor, Caleb Pratt III.

The Holy Bible.
Juvenile Trials for Robbing Orchards, Telling Fibs and other Heinous Offenses, Published 1786.
Mr. Culver's Strange and Wonderful Version of Heaven and Hell, 1795.
An Adventure in Vermont, 1825.
Discourse on the Death of Rev. John Eliot, D. D. 1813.
History of England by Dr. Goldsmith, 1825.
Private Thoughts Upon Religion, 1720.
Principles of Politeness, by Lord Chesterfield, 1786.[1]

Also included among the possessions of Caleb Pratt are several broadsides including "Two Favorite Songs on the Evacuation of the Town of Boston by the Britons March 17, 1776," "The Death of General Washington with some remarks on Jeffersonian Policy," printed in Boston in 1800, and "A Bloody Battle Between the United States Troops under Command of Governor Harrison and several tribes of Indians, near Prophet's Town, Nov. 7th, 1811."[2]

History and geography go hand in hand far more than many realize. When geography is thought of not as a largely physical science but in the light of "human responses to environment",[3] it is not difficult to see how astonished local pupils will be to learn that

> until nearly 1800, tide water came from the lower Mystic . . . and overflowed the marshes to within a few

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[1]Pratt, Seven Generations, p. 250.
[2]Ibid.
[3]Edgar B. Wesley, Teaching the Social Studies, Boston, D. C. Heath, 1942, p. 192.

> feet of Cary Square, and but a block from the City Hall. Broadway, if then in existence, would have been under water between Cary Avenue and Parker Street. Everything east, where Eastern Avenue, Highland Park, and part of Marginal Street now are, was under water flowing in from Chelsea Creek with the high tide.[1]

In any chapter dealing with the rise of cities and the growth of the country generally, the above material and the information to follow would certainly elicit a more vigorous response from the students because the opportunity was presented for comparison with the city as it is today.

Up to 1831, the only buildings near the area now facing East Boston and Charlestown were taverns catering to waterfront trade. "Most of the population of Chelsea was located in what is now Revere, where the church, town hall and burying ground were located. In Pratt Village (Prattville) there were a few houses and there were single farm houses scattered about the town."[2] When John Low built a store at the corner of what is now Broadway and Everett Avenue, he was ridiculed for locating a store so far out of the way.[3]

An interesting comparison could be made by the teacher of the city as it is today and as it was about one hundred years ago. In 1854 a writer described the population of Chelsea as about nine thousand and listed the factories,

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[1]Pratt, Seven Generations, p. 3.
[2]Ibid., p. 77.
[3]John Bent, Chelsea Directory and Pocket Memorandum for 1854, p. 17.

business, and other features of the town, some of which are reproduced as follows:

2 shipyards
1 boatyard
1 whiting and linseed oil factory
2 planing mills
1 lard oil factory
2 safe manufactories
a laundry and dye house
resin oil factory
a tanyard
a gas company
an iron foundry
a tassel factory
numerous cigar and snuff manufactories
a bank
fire insurance company, and
stores where everything can be found
9 Religious Societies
2 Benevolent Societies
Masonic Lodge
Odd-Fellows Lodge
a Loan Fund Association
3 Engines
a Hook and Ladder Company
a High School
2 Grammar
4 Intermediate, and
11 Primary Schools
a Town House nearly and
a Lock-up quite[1]

When discussing land companies, prices, the public domain and similar matters, a comparison can be started by the teacher quoting that "the best lands on Winnisimmet Street and Broadway sold, in 1831-2 and 3 for 4 to 6 cents per foot", and in 1854 were "worth $1.25 to $2."[2]

Religious freedom is one of the themes which social

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[1]Bent, Chelsea Directory for 1854, p. 22-23.
[2]Ibid., p. 17.

studies teachers use in lecturing their classes on the benefits of being an American. As early as 1833 there is evidence that this foundation stone of Americanism was fully observed in Chelsea. Public religious services were conducted by clergymen of different sects. Writing of this in 1854, Bent says, "The partition walls between the sects, in our village, were thin at that time, and we are glad to say, that, comparatively speaking, they have so continued to the present time."[1] Chelseans may well be proud that in their congested, industrialized city this fact still holds true.

However, the concept of inter-city coöperation must have been sadly neglected by some of the early citizenry of this area. It seems that "the first fire in the village Chelsea occurred in 1834 . . . We had no engine then, but Boston, No. 15, Captain Barbour came over, contrary to the regulations of the Department, for which Captain B. was suspended."[2]

The evolution of transportation and the carrying of the mail may well be impressed on students by the perusal of old advertisements and time-tables. Some of the advertisements printed in early directories and newspapers are interesting, amusing, and furnish information not available otherwise. Before the railroad came, "the Salem Mail Stage set

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[1]Bent, Chelsea Directory for 1854, p. 19-20.
[2]Ibid., p. 18.

off every day in the week at three o'clock in the afternoon, arriving at Salem at eleven the next morning."[1] This distance is thirty minutes by railroad today. "Back in 1800 the Mail Stage left for New York, Monday, Wednesday, and Friday at ten o'clock in the morning; arriving Thursday, Saturday and Tuesday at one o'clock in the afternoon."[2] That same distance can be covered by air today in a little over one hour. When the railroads came, conditions improved but not too much at first.

> We complain for instance because the shortest time from Boston to New York is about five hours. In 1860 the Boston and Providence Railroad . . . bragged that the running time between the cities was eight hours, and this time was merely what they hoped to do but seldom did.[3]

In this era of American history mail to California was a problem. The following notice in the form of an advertisement gives proof of this.

> Chelsea Post Office, 84 Winnisimmett Street
> Mrs. Sarah A. Nowell, P.M.
>
> Mail closes at 9½ A.M. and 2½ o'clock P.M. Letters ready for delivery at 10 A.M. and 3 P.M. California Mail closes on the morning of the 4th and 19th of each month.[4]

Ferries were also extensively used in the last century as a means of transportation. "Chelsea to Boston by the

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[1]Pratt, Seven Generations, p. 31.
[2]Ibid.
[3]Bent, Chelsea Directory for 1854, p. 3.
[4]Pratt, op. cit.

Ferry was one hour . . . against fifteen minutes by East Boston Tunnel today in the trolley car."[1] Chelsea was very dependent on the ferry. One writer described the situation thus:

> So intimate are the relations and so interwoven the interests of the town of Chelsea with the Chelsea Ferry, that we cannot speak of the former--of its unparalleled growth and prosperity, and of the causes which have contributed thereto--without the latter becoming prominent in our minds, as one of the chief instruments in bringing about these results.[2]

In 1848 Abraham Lincoln spoke in Chelsea on behalf of the Whig ticket. He made three speeches in Massachusetts in that campaign, one of which was given locally in Gerrish Hall in Chelsea Square.[3] Gerrish Hall is also known as the former auditorium of the Salvation Army, and a tablet a few feet from the present site of the Chelsea Tire and Cycle Company commemorates the event.

As previously mentioned, Chelseans generally treated the colored people who lived among them fairly, and love of the Union was never weak here, so it was not surprising when "Company H of Chelsea was the first company in Massachusetts to volunteer and to be mustered into the United States service for three years in the Civil War."[4] The work of the

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[1]Pratt, Seven Generations, p. 31.

[2]"Chelsea Directory for 1856," in ibid., p. 20.

[3]Chelsea Evening Record, October 21, 1940.

[4]Pratt, op. cit., p. 82-84.

Sanitary Commission and the brave nurses is almost always made mention of in school history books. Frank B. Fay, who was one of Chelsea's mayors, was made Chief of the United States Sanitary Commission and spent nearly two years at the front. Rebecca R. Pomroy, one of the most beloved nurses of the Civil War, was a Chelsea resident and is best known for her services and care of the Lincoln family during the war.[1]

The new American industrialism evolved in the years following 1850. The account of the industries and businesses of the town of Chelsea, as related previously, from an article in the 1854 Chelsea Directory bear out the fact that America was moving in a new tempo. The needs of the northern military forces during the Civil War speeded along the processes of mechanization. In 1862 Chelsea's largest and oldest existing plant was established.[2] This is the Forbes Lithograph Company.

By the late 1870's Chelsea began to feel the effects of the new immigration. Since Chelsea today contains a representation of almost all the nations of the world, the history of the waves of immigration that hit America should be very interesting to the students. About 1878 David Caro, the first Jewish resident of the city, arrived. He estab-

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[1] Chelsea Evening Record, October 21, 1940.
[2] Ibid.

lished what was probably one of the first department stores in Chelsea. The first Italian settlers moved to Chelsea in 1879. Their family name was Fopiano. Mr. Cassani came from Italy to live in the city in 1889. Cassani is today one of Chelsea's best names. Outstanding among the foreign races now living in Chelsea are the Jews, Irish, Poles, and Italians. Thirty-two different languages are spoken in Chelsea.[1]

The local library had been housed in various places until on December 22, 1885, a new library building was dedicated on the site of the present library. "The chief address at that dedication was given by James Russell Lowell."[2] That building was destroyed by the Chelsea Fire of 1908, and on October 1, 1910 the present building was opened. This was made possible by the generosity of Andrew Carnegie, who gave the building and furnishings.[3] Both Lowell's name and that of Carnegie are mentioned in the period of late nineteenth century history known as "Life, Letters, and Art in the Machine Age".[4]

In further elaboration of characteristics of the American scene, the teacher's attention is called to the

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[1]Chelsea Evening Record, October 21, 1940.

[2]Course of Study in Social Studies, Chelsea Public Schools, p. 67.

[3]Chelsea Evening Record, op. cit.

[4]L. M. Hacker and B. B. Kendrick, The United States Since 1865, New York, F. S. Crofts, 1947, p. 651.

following material written by Mr. Charles N. Morgan, who was a resident of Chelsea for many years as well as a representative of the old Boston Record and Boston Herald in this district.

> Fortunate is the man who retains recollections of the Chelsea waterfront of 50 or 60 years ago. They were still building ships in Chelsea in those days and . . . we saw some of the last of the famous clipper ships there and also some big steamboats . . .
>
> . . . . . .
>
> No story of a boy's life in Chelsea of 50 or 60 years ago should omit reminiscenses of the old Academy of Music [near Chelsea Square] which was a real theatre . . . Sarah Bernhardt performed in Chelsea. On that stage appeared Edwin Booth, Lawrence Barrett, Mrs. Fiske, and many other notable men and women of the theatrical world.[1]

The Chelsea Fire of 1908 was the third largest fire in point of area in the history of this country. The area involved was one and a half miles long and three-quarters of a mile wide.[2] During the Chelsea Fire, President Theodore Roosevelt sent the following wire to Mayor Beck.

> In company with all our people, I am inexpressibly shocked at the tragedy that has befallen Chelsea. Is there anything that the national government can do in connection with the navy yard or the establishments at Boston which will be of service?[3]

After the Chelsea Fire came the task of rebuilding a great part of the city. Meanwhile on the national scene

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[1]Charles N. Morgan writing in the Chelsea Evening Record, October 21, 1940.
[2]Pratt, Seven Generations, p. 106.
[3]Chelsea Evening Record, op. cit.

trouble with Mexico was near. In relation to the Madero revolt in Mexico, a local resident wrote:

> In the spring of 1911 I was ordered to duty in Texas together with two or three hundred other militia officers from different parts of the United States. A division of regular troops had been mobilized . . . ; the largest mobilization since the Civil War, and we thought it meant intervention in Mexico.[1]

The rebuilding of Chelsea included the erection of a new postoffice. In either learning about the operation of post offices or about the Taft administration, the following local bit of information would give the students the touch of local color necessary to awaken interest.

> The opening of the beautiful new postoffice in Chelsea next week with an address by President Taft to lend special dignity to the opening exercises, is a reminder of the wonder work that has been done in building a new city above the ashes of the old - - a work that has been given far less publicity and praise than it merits.[2]

This is another opportunity to impress civic pride in the young of the city. "No city ever rallied and recovered from a great disaster more promptly or with a more inspiring exhibition of enterprise and civic loyalty by its citizens . . . There was no waste of time in wailing, no whining or begging."[3]

When studying economic conditions, labor relations, and strikes, Chapter LIV in Seven Generations, by

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[1]Pratt, Seven Generations, p. 311.
[2]The Boston Herald, September 10, 1912.
[3]Rosen, A Survey of the City of Chelsea, p. 8.

W. M. Pratt is particularly recommended for outside or class reading, as it relates the experiences of a local militia officer who was ordered to Lawrence for strike duty in the textile strike of 1912. In Chapter LV of Seven Generations the author gives an eye-sight account of the Republican National Convention of 1916, as well as the story of what was done locally in favor of the popular Theodore Roosevelt. The chapter is only seven pages long and would be well worth the teacher's reading to the history class or as an oral report assignment. Since Mr. Pratt is of local origin, and his book is available at the local library, and is interestingly written, the use of the book as a supplementary reading source is recommended. The first World War and its effects locally and on the nation are also well annecdoted by local historian Pratt in his chapters on the World War as a milestone in history.

The history of Chelsea locally and on a national scale subsequent to the first World War is told in the previous chapter in the form of notes on the lives of her famous sons and daughters, as well as in the relating of her notable honors and achievements. As a conclusion to her history up to the present the figures on the population changes of the city are significant. The Colonial census, which is the earliest, recorded the population in 1776 as 439. It increased steadily, except from 1800 to 1810,

when it lost 255, and again in 1908, when it temporarily lost 17,000 due to the great fire disaster. In 1831 the population was 775; at the time of the fire in 1908 it was 33,000. In 1930 it was in excess of 50,000,[1] and today it is in excess of 40,000.

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[1]Pratt, Seven Generations, p. 69.

CHAPTER V

RECAPITULATION

Chelsea is a typical New England industrial city rich in historic lore and associations. As a former Yankee residential village and as a cosmopolitan manufacturing city, Chelsea stands for something vital in New England life. Ingenuity and other American traits are still potent here. In spite of the extensive commerce engaged in by local residents, the institutions of home, church, and school are as strong as when the majority of the people were still engaged in agricultural pursuits. There is a wide diffusion of knowledge, and the spirit of toleration is not absent.

This paper represents work undertaken by the author to get Chelsea teachers of American history to make greater use of the valuable and abundant local resources. Strict topical outline has not been used in those chapters dealing solely with history, because Chelsea has not had a department head of history for several years, thus making it difficult for local teachers to follow a lead. No course of study being available in the local high school, the teachers there usually follow the texts in chapter order at the rate of speed deemed advisable and fitting in regards to the needs and capabilities of the various classes.

The author has tried to stress mostly significant

events, so as not to confuse the minds of the pupils with inconsequential details. At the same time ample attention has been given political developments, and the social and industrial progress of Chelsea is also emphasized. An effort has been made throughout the paper not only to impart information, but to encourage teachers to make greater use of audio-visual aids in connection with local and national history. The carefully compiled bibliography at the end of the paper will be found useful for collateral reading and for reports on special topics. Most of the material mentioned in the bibliography can be found either in the Chelsea Public Library or the Senior High School Library.

It is hoped that the information imparted by this manual will help teachers interpret the facts of history better and thus help the pupils to form independent judgements. Teachers are strongly urged to take advantage of Chelsea's numerous historical sites and broaden class activities by utilizing the city's rich historical background.

PLACES OF HISTORIC INTEREST IN CHELSEA, MASSACHUSETTS

World War II memorial tablet at head of main stairway entrance, Chelsea High School, Clark Avenue.

Tablet at site of Samuel Maverick House and terminus of the first county road in Massachusetts, United States Naval Hospital fence, Broadway.

Abraham Lincoln plaque between 165 and 167 Winnisimmet Street.

Columbus statue, Chelsea Square.

Pulaski statue, Chelsea Square.

Toomey Square memorial at junction of Eastern Avenue and Spencer Avenue lists World War I dead.

Lawrence P. Lyons memorial, first Chelsea boy killed in World War II at Pearl Harbor, Washington Square, Pratteville.

Doorstep of the old Pratt Mansion where Washington dined, embedded in the stone wall of Washington Park, Pratteville.

Hiker Monument, Spanish-American War, Bellingham Square.

City Hall modeled after Independence Hall, junction of Broadway and Washington Avenue.

Pictures of World War I dead, top floor of City Hall. Also pictures of former city officials.

Civil War soldier monument, Bassett Square.

Union Park, Walnut Street.

Cary House, Parker Street.

Pratt House, Washington Avenue past the Pratteville School.

Slade's Mill, site of the first tidewater grist mill in America, plaque erected by Massachusetts Bay Tercentenary Commission, across the street from 765 Revere Beach Parkway.

Garden Cemetery, Shawmut Street.

Woodlawn Cemetery, Woodlawn.

YMHA plaque honoring World War I and II dead, Crescent Avenue.

Max Address Square and memorial, Everett Avenue at Third Street.

Randazzo plaque, Williams School, Walnut Street.

Gettysburg Address plaque and others, Shurtleff School, Central Avenue.

Soldiers' Home, Powderhorn Hill.

Memorial Stadium, Everett Avenue.

Andrew Carnegie plaque, Public Library, Broadway.

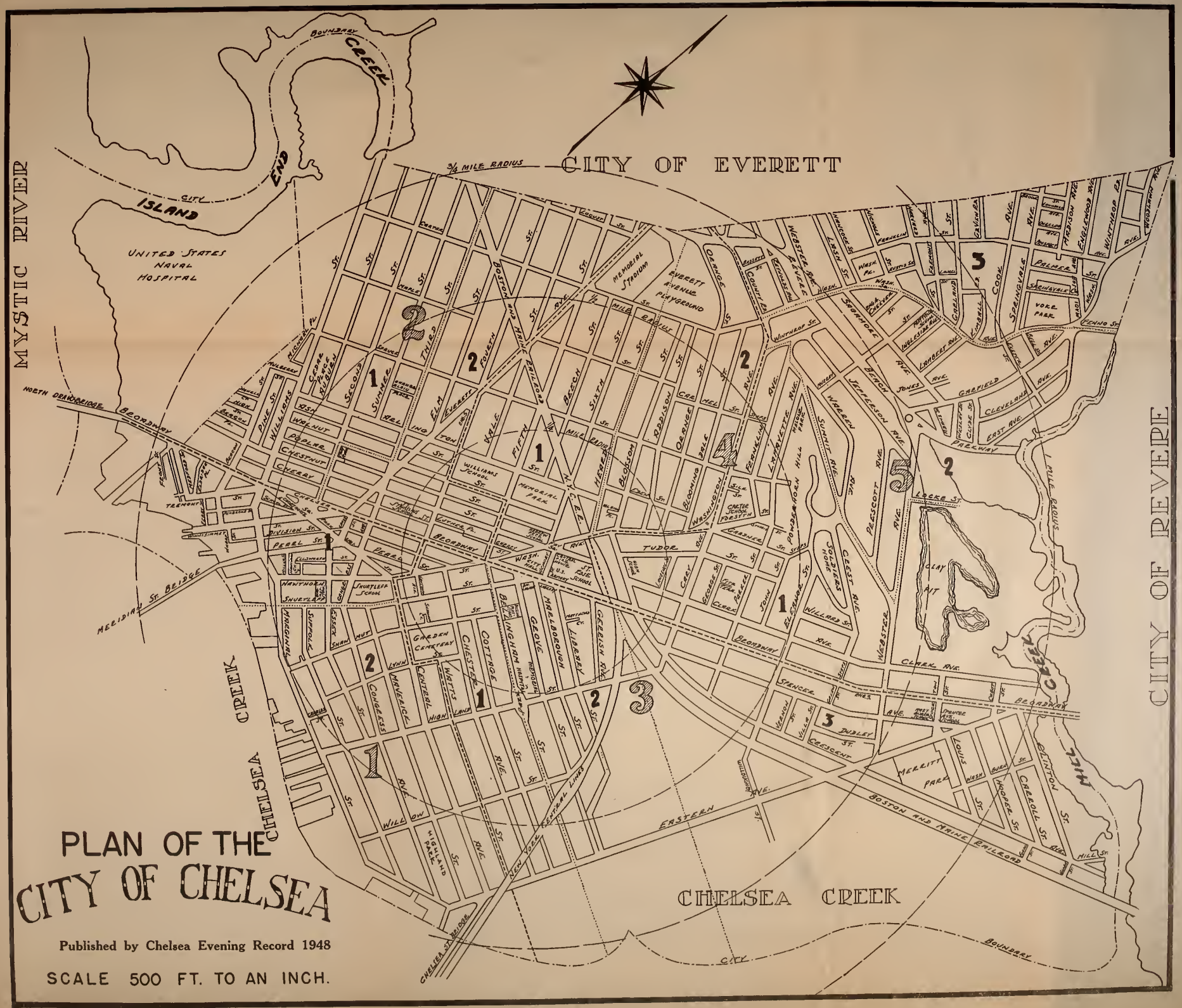
Armory, Broadway, contains plaques for all wars local men participated in.

Thomas Pratt plaque, junction of Washington Avenue and Revere Beach Parkway.

Plaque commemorating the Battle of Chelsea Creek, on Revere Beach Parkway at Vinal Street.

United States Coast Guard Station, Marginal Street.

United States Naval Hospital, Broadway.


PLAN OF THE
CITY OF CHELSEA
Published by Chelsea Evening Record 1948
SCALE 500 FT. TO AN INCH.
MYSTIC RIVER
CITY OF EVERETT
CITY OF REVERE
CHELSEA CREEK
BOUNDARY CREEK
ISLAND END
UNITED STATES NAVAL HOSPITAL
3/4 MILE RADIUS
1 MILE RADIUS
NORTH DRAWBRIDGE
MERIDIAN ST. BRIDGE
CHELSEA ST. BRIDGE
BOSTON AND MAINE RAILROAD
NEW YORK CENTRAL LINES
EASTERN
BROADWAY
MEMORIAL STADIUM
EVERETT AVENUE PLAYGROUND
WILLIAMS SCHOOL
MEMORIAL PARK
HAWTHORNE
SHURTLEFF SCHOOL
GARDEN CEMETERY
CHESTER
COTTAGE
BELLINGHAM
GROVE
MARLBOROUGH
LIBRARY
GERRISH AVE.
CONGRESS
MAVERICK
CENTRAL
WATTS
HIGH
WILLOW
HIGHLAND PARK
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MERRITT PARK
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WASH. ST.
BELLINGHAM HILL
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CHELSEA ST.
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